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ABSTRACT

The Minority Student Success Project (MSSP) initiated in 1989 was designed to improve the recruitment and retention of minority students on campuses in the state of Washington. The results of a questionnaire on minority students administered to all of Washington's community colleges, and data from follow-up interviews, were used to design working retreats to develop minority success programs. Teams from 23 of the colleges attended the retreats in the winter and fall of 1990. Follow-up visits to the participating colleges by project staff in spring, 1991 revealed the following: (1) there was a strong commitment to minority student success; (2) schools with developed planning and coordinating structures had the greatest success; (3) strong leadership and sustained focus were critical; (4) communication and coordination with other initiatives enhanced program effectiveness; (5) there was a need for focused planning and the setting of short-term, realistic goals; (6) existing data needed to be examined and more widely shared; (7) serving minority students needed to be understood as a campus-wide responsibility, not just the job of a multicultural services office; (8) the reality of intercultural conflict needed to be squarely confronted; and (9) building campus commitment and infrastructure would be a long-term, developmental undertaking. The report concludes with a list of recommendations for the next steps to be taken, and brief descriptions of individual campus initiatives. Appendixes include a list of program participants and a list of questions for institutional self-evaluation. (JSP)

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Gleanings

The Minority Student Success Project

by Barbara Leigh Smith and Jean MacGregor

Spring 1991

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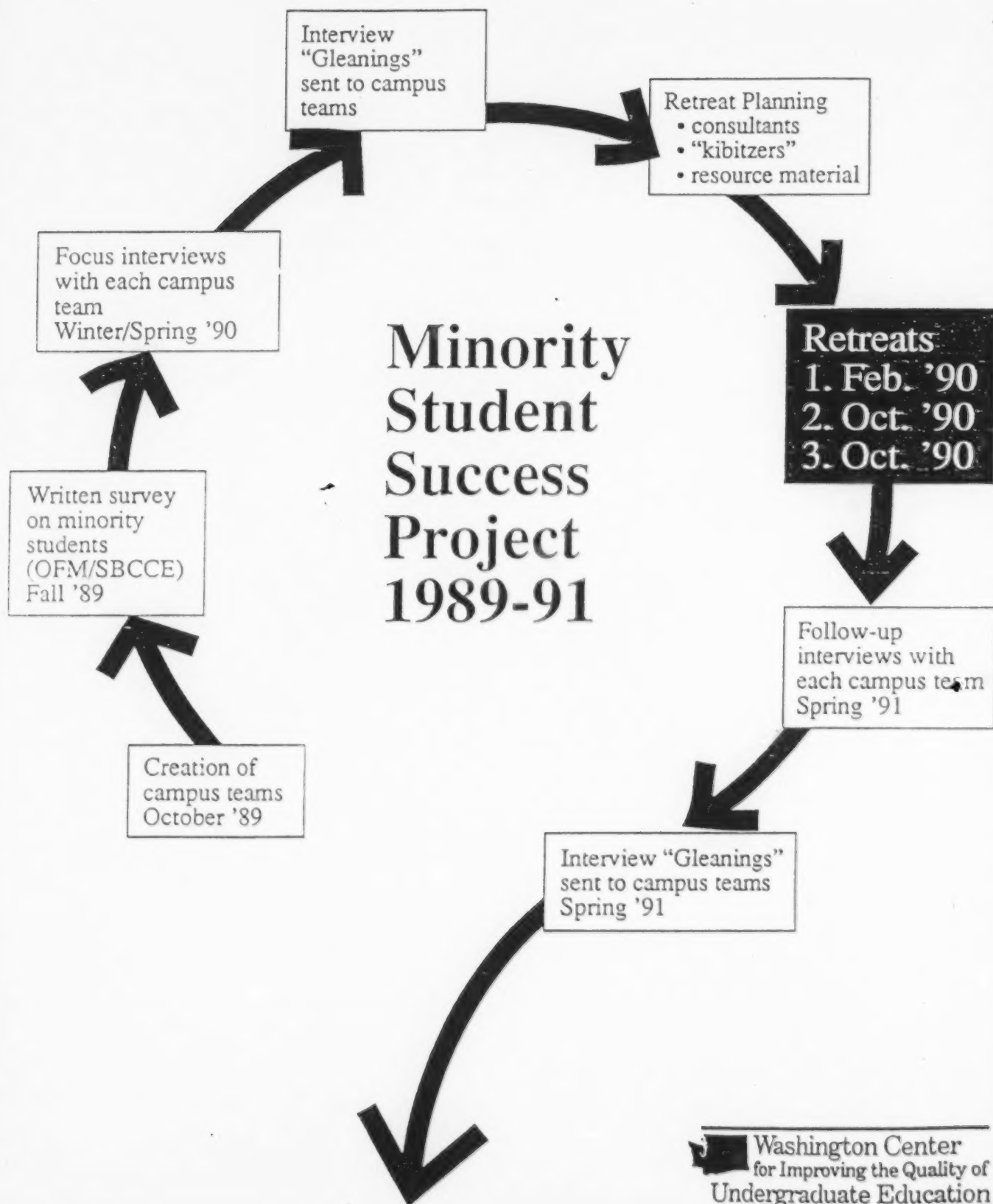
Introduction: The Minority Student Success Project 1989-91

This report is the result of our second round of Washington Center visits to the 23 community college campuses in Washington state participating in the "Minority Student Success Project." In Spring, 1991, we met with the campus teams who attended the Minority Student Success retreats in 1990, to discuss what had happened since and how efforts are developing to recruit and retain students of color on each campus.

This issue of "Gleanings" reports what you've told us and presents our observations as we look back over the whole project. We hope that "Gleanings" will be widely discussed on your campuses, and that it will provide a focus for our continuing efforts to make success for students of color an even greater reality in Washington state. Our thanks again to each of you, for taking the time to share your ideas and concerns with us, and for the important work you are doing.

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An Overview

[This narrative overview corresponds to the visual on the facing page.]

1. State Board for Community College Education and The Washington Center for Undergraduate Education announce the project to the community college presidents in Washington, and invite them to apply to participate in the project and to create campus teams made up of the deans of instruction and student services, faculty members, and staff. 23 of the state's 27 community colleges apply to participate. (October, 1989)
2. State Board and the Office of Financial Management administers written survey to all community colleges on minority students. (Fall, 1989)
3. Washington Center staff (Barbara Leigh Smith, Jean MacGregor, and Carolyn Brewer) travel to each campus to meet with each "Minority Student Success" team. Building on the survey results, teams examine where they are with efforts to recruit and retain students of color, where and how they want to develop their efforts, and what they would like to learn more about. (Winter and Spring, 1990)
4. Washington Center staff distills results of these interviews in a short report called "Gleanings" and sends it to the campus teams as advance reading for the working retreats on Minority Student Success.
5. Each campus team attends a working retreat that is planned with the help of the project steering committee, external consultants, and "kibitzers." The retreat agenda is built out of the interests and concerns that were expressed in the campus interviews. Center staff gathers resource material for the retreat, and commissions the writing of a resource paper entitled, "Minority Student Success: What Works."
6. Three working retreats take place, each one 2-3 days long, and involving teams from seven or eight campuses. Each retreat is staffed by expert consultants and facilitators. The October retreats had the added benefit of "kibitzers," key campus leaders who are alumni of the February retreats.
7. Washington Center staff return to the participating campuses in the Spring of 1991 to visit the teams and learn about follow-up efforts and reflect on the continuing efforts to enhance success for students of color.
8. A second "Gleanings" (this document) is sent back to the campus teams, to report on the themes that have emerged in this work over two years, and to suggest next steps for us all.

Key Elements of Successful Minority Student Success Efforts¹

In the Washington Center report, "Minority Student Success in College: What Works," written by Carolyn Brewer, eleven key elements of successful programs were discussed. These elements, drawn largely from Mary Ellen Ashley's work at University of Cincinnati, provide a useful framework for reviewing what has happened in Washington since this project began. Key elements of successful programs are:

1. An institution-wide commitment
2. Community Linkages (linkages to K-12, linkages to 4-year system; linkages to communities surrounding the college, also includes strengthening transfer curriculum)
3. Increased access through focused recruitment, admissions and financial aid practices
4. Comprehensive systematic and integrated academic and student support services. Bridge programs, strong orientation, assessment/placement/ advising and counseling/mentors/tutors, student progress reporting; early warning and intrusive interventions transfer centers
5. Assessment, course placement and student progress reporting systems
6. Good student data and on-going program evaluation
7. Campus climate infused with value for diversity
8. Hiring and development of minority faculty, administrators and staff
9. Training for all in understanding their own and other cultures
10. Multicultural curricula
11. Pedagogical strategies which encourage student involvement and honor diverse perspectives

¹ At the Washington Center's "Ourselves Among Others" conference in February, 1991, James Anderson of Indiana University of Pennsylvania presented "Twelve 'Must' Questions," another important frame for examining diversity on campus. They are attached to this report as Appendix C.

Major Themes from our Campus Visits in Spring 1991

1. Most people on the Minority Student Success Teams remarked on their feelings of a real, and in some cases, great sense of progress in this arena over the past two years. They spoke with great energy and excitement about efforts they had initiated and new partnerships they had begun to build on campus. Many of these initiatives and efforts are described in the "Bright Ideas and Promising Initiatives Section" beginning on page 15. They spoke of recruiting efforts paying off, about a much more hospitable climate on their campuses, about increased involvement with local ethnic communities, and about "students of color" becoming a much higher priority on campus than in previous years.

2. The building of relationships and coordination with other initiatives on the campus have strengthened the effort. Many of the actively working teams have built bridges between this effort and other initiatives on their campuses, such as the "Student Success Strategies" Conference and follow-up efforts; the state-wide assessment initiative; efforts to review and revise general education programs; various campus's Title III programs; and learning community curriculum initiatives.

In addition, many campus teams have built fruitful alliances beyond their teams, with key communicators, and key support people on campus, such as a librarian, the faculty development coordinator, the director of financial aid, learning center coordinator and faculty, the assessment coordinator, and so forth. Several teams recruited students to add a student perspective to their conversations and decision-making.

3. Many teams have also established positive connections between institutions. The Minority Student Success Retreats, the "Governor's Conference on Combatting Racism: Fostering Learning Environments that Value Diversity" and the Washington Center's "Ourselves Among Others: Diversity and Community on the College Campus" conference provided visibility for many regional and national presenters, who were invited to present on many Washington campuses.

Workshop on Hiring for Diversity (Barbara Leigh Smith and Rita Cooper of Evergreen) were put on at Big Bend, Bellevue, Tacoma.

Workshop on Faculty Diversification (Millie Russell, University of Washington) at Columbia Basin.

Workshops on curriculum transformation (Various administrators and faculty from Seattle Central, including Rosetta Hunter, Tracy Lai, Minnie Collins, Illeana Leavens, Gilda Sheppard) at Big Bend; and Johnnella Butler, James Anderson, Milton Bennett and others to North Seattle.

Workshop on inter-cultural communication (Jan Kido of Evergreen) at Shoreline, Edmonds, Tacoma.

Workshop on developing cultural identity, especially for students of mixed ethnic heritage (Les Wong of Evergreen) at Pierce, Shoreline, Seattle Central.

Workshop on curriculum development (Theresa Tipton, Seattle Central and Fred Romero of SBCCE) to Big Bend and Sam Kelly (UW) to Edmonds.

Presentation on leadership to African American student group: Rosetta Hunter (Seattle Central) to Spokane.

4. The organization, activities, and leadership of the campus minority student success effort varies from campus to campus. The kinds of differences we discovered were:

a) First, and most obvious, there is variation in what this effort is called. Though the term "Minority Student Success" originated with the State Board for Community College Education, and every campus-based effort is addressing issues of recruitment and success for students of color, the overall effort comes by many names (Students of Color Success Project, Multicultural Initiative, Cultural Pluralism Effort, Affirmative Action Task Force, Campus Diversity Project.) With the variation in titles come different conceptions of the effort.

b) Variation in the degree of formality of campus teams or task forces: At several of the institutions, a cultural pluralism initiative was under way prior to the beginning of this project. The retreats and resources simply served to strengthen work already under way. At about two-thirds of the institutions, the project resulted in the creation of task forces or working committees, many of which have accomplished a great deal in just a few months. These committees vary in their formality and their scope (see the overview of types of organizational arrangements, on page 10). At about one-third of the institutions, while services to students of color have continued and expanded, there is no formal, organized effort to plan or coordinate activities.

c) Various degrees of involvement of the academic side of campus. On a few campuses, significant numbers of faculty and academic administrators are involved with and supporting the effort. Most campuses have very few faculty involved. On many campuses, the faculty is only superficially aware of the effort.

d) Quite naturally, and as we had hoped, colleges have defined their minority student success efforts with different emphases and priorities. Some campuses have focused their efforts on campus-wide staff development; others are working particularly in student recruitment; still others are building new ties to the ethnic communities.

e) Variation in how much the campus teams took advantage of the printed materials (notebooks and books) that were provided at the retreats. Some schools featured this material in their libraries. Others reproduced and distributed parts of it to key people on their campuses. Still others re-packaged it with other materials of their own. On the other hand, many others made little or no use of the print materials.

5. Concerns, and the areas that people perceive need continuing development and work:

a) The multicultural services staff is stretched thin: both they and their colleagues on their teams agree about this. In addition, on most campuses the multicultural work is seen only as coming out of the office of multicultural services. The need to support the effort more fully and to spread the effort seems to be a major challenge.

b) As a result of (a) several leaders in the multicultural work have assumed an "Atlas complex," that of taking on enormous workloads in many dimensions of campus life, and then feeling terribly burdened and alone in their efforts, carrying it all on their shoulders in Atlas fashion. Several teams acknowledged that these people need to develop larger teams and delegate more work to them. And their colleagues need to help out in more visible, and sustained ways.

c) Using data to inform the effort: Very little data analysis is going on, other than very superficial and standard print-outs of numbers of students of color enrolled in various classes. There is practically no data examination or data sharing back with decision makers, although some efforts are planned around this in the coming year. Whatcom was the one campus where there was real interest in getting data "to test our assumptions." Seattle Central was the other campus with notable planning around carefully targeted goals. Several campuses plan to target assessment funds in the next biennium to learn more about the students of color on campus.

- Several campus teams remarked how many more students of color there are on campus this year, but no one could identify trends in data. Are these students simply more comfortable on campus and therefore more visible? Or, are the demographics really shifting?

- On a couple of campuses, teams observed that fairly high percentages of students of color enroll in evening classes, largely taught by part-time faculty. If this is widely the case, then faculty development of part-time faculty becomes even more essential.

d) Many teams commented on the lack of extended faculty and staff development opportunities on and for the campus community. Those which are held are too often very short and superficial. This is especially true of opportunities for faculty: sustaining an effort with faculty is seen as a major problem on many campuses. The one-day workshops and faculty development events are seen as very important for building awareness, but "we need to find ways to sustain conversations, and to build initiatives over longer periods of time."

e) Many campus teams observed the need for a designated places on campus where students of color can meet informally. On those campuses where these places exist, they are found to be quite beneficial.

f) Efforts are being made (substantial ones on many campuses) to improve hiring practices, to increase the numbers of persons of color on staff and faculty, or to hire whites with significant multicultural experiences. Some campuses have experienced dramatic increases of people of color in their hiring pools. Still, many teams acknowledged the need for continued affirmative action training for people serving on search committees. Many individuals do not understand affirmative action; their lack of understanding serves to dig them in as anti-diversity in general. Several people remarked, "There is widespread cynicism about 'protected categories.'"

g) With increased numbers of students in ESL, there is growing concern about the "ESL Ceiling." ESL students who might enroll in community college programs do not, because of the lack of bridge courses between advanced ESL and developmental courses, and because of perceived barriers in the complexity of financial aid paperwork. Colleges need to work on better bridges between "advanced ESL" and entrance into CC curricula: this is both a curriculum problem and an advising problem.

h) There are continuing difficulties with white student attitudes, (and with white faculty attitudes) with their lack of awareness and sensitivity, their easy stereotyping. Teams commented this was especially the case with younger students, whose numbers are growing on many campuses.

i) On some campuses with large numbers of international students, there is growing concern about segregation of ethnic groups on campuses and the isolation of international students.

j) The "political correctness backlash" is emerging on campuses, largely through the anonymous circulation of articles by spokespersons from the right. Teams expressed concern that there is no open discussion of these issues, and there needs to be.

k) Teams remarked on widespread "diversity avoidance" and "conflict avoidance." Several individuals observed that too many people are in the mode of "ducking" issues that are getting increasingly complex and hot.

l) On many campuses the efforts to recruit, retain and enable students of color is hard and frequently discouraging work. Few campus leaders are acknowledging the heroic efforts of individuals. The lack of awareness, involvement and, particularly, acknowledgement becomes a source of discouragement.

m) On one campus, one major barrier to building community among students is the lack of a designated open time (with no class conflicts) in which students can hold student activity meetings, or in which there can be programs for the entire campus.

Our observations

1. The commitment is there. It is inspiring to see the terrific talent and commitment on the campuses for students of color. Frequently, it is in unexpected places. In the past two years, the "minority student success" initiative has fostered many new cross-campus partnerships which are beginning to be very productive. Many of those involved in this work bring years of experience and wisdom to the effort, but they also may bring old baggage and lots of pain. They see the cyclic nature of the attention to issues of students of color, and their skepticism is not surprising. This is especially an issue in a time of budget cuts. As a result, the keeping of the earmark for this work was well received.

2. Planning and coordinating structures are crucial to making this effort strong and effective: the schools with developed structures for multicultural work seem to have the strongest foundations in place for initiating and coordinating their efforts. With the exception of two or three schools, no teams were formally charged to follow-up on their experience at the retreats. (At the same time, we need to acknowledge that this was not an explicit expectation at the initiation of this project). However, many colleges used the retreat to get strong initiatives under way, and many working groups have sustained voluntarily without a formal mandate or directive from above. From our two-year perspective, we have observed that the efforts that seem to be getting the farthest are those schools that have a well-organized effort that crosses institutional units, has clear realistic goals, and good communications.

In general, we found the participating colleges to be at three different stages of development in terms of the types of organizational structures they had developed for organizing and coordinating efforts to build success for students of color. We hasten to point out that the twenty-three institutions do not fall perfectly into these categories.

The participating community colleges fall more along a continuum of a high degree of organization to very little to no organization at all:

Type I Colleges

The effort is characterized by very specific focus, clear and high-level leadership, extensive coordination between instruction and student services. Large number of individuals are involved. Cross-unit planning structures have been or are in the process of being created. Minority student success work has specific definition, usually tied to a vision/mission statement and a specific planning process. Rewards support the effort. "The work" is defined in a complex multi-faceted way. Many activities are being developed in terms of student recruitment and retention, student leadership programs, and curriculum and faculty development initiatives. Work in areas such as curriculum development, assessment, student success, strategic planning, and faculty development is purposely related to the minority student success work.

Type II Colleges

The effort is being gradually defined and the number of involved individuals and units is increasing. The locus of leadership responsibility and the overall strategy remains somewhat unclear. No established planning process has yet evolved. The definition of "the work" remains vague. Schools in this category tended to have teams that returned and continued to meet but had difficulty establishing a focus or a clear role in the overall institutional planning process. Many of these institutions were gradually becoming more focused by the end of Spring 1991.

Type III Colleges

Teams have not really gelled as a working or planning group. After the minority student success retreats, there have been no additional meetings of the team. The learning and work of the team was generally not communicated and only marginally expanded to others in the institution. What has occurred has come about only because of the heroic efforts of individuals or single units on the campus. Typically, there is no chosen or self-appointed leader in the team. Even though a variety of activities for minority students may be in place, the minority student success work is not clearly defined in the institution and there is no cross-unit planning, coordination, or communication process for this work.

3. Leadership and sustained focus is also crucial. People on the teams constantly look to the president to provide leadership and vision on issues of diversity and multiculturalism. Leaders at the top are crucial to articulating vision, sustaining this work as a priority, and making sure that people from all arenas of the campus are involved. Small acts by presidents and other campus leaders have been enormously important to sustaining commitment and focus for the multicultural effort: the insisting on diverse candidate pools, attendance with teams at diversity conferences, attendance and leadership at campus cultural events, inviting multicultural task forces in for briefings and updates, highlighting of their work in speeches and reports, having the multicultural task force report on progress to the trustees, and so forth.

4. Coordination with other initiatives, and good communications strengthen the effort. Numerous campuses linked their multicultural efforts to other ongoing initiatives like Title III, special vocational dollars, assessment goals and projects, Student Success Strategies work, general education revisions, and so forth --- thereby making dollars and energy go farther, and deepening the campus commitment to diversity. Here is where senior leadership on the multicultural task forces was really crucial.

In addition to building those bridges with other campus initiatives, teams who go to conferences need to create ways to share their learning when they come back. Because of the lack of established feedback loops, or mechanisms for debriefing key learnings from conferences, only those who go to the conferences benefit.

5. The Washington Center retreats explicitly created time for teams to plan and set short-term goals. There is a need for continued, focussed planning, and goal-setting around the highest priority issues with students of color. Given focussed planning time, we observed a remarkable gush of energy and creativity on the part of the campus teams. It was exciting to revisit many campuses and to see how much creative work has been undertaken in sectors all over the college. Those campus teams that could look back on their list of goals and report some headway on each one seemed to feel the greatest sense of satisfaction and progress. We encourage teams to keep setting short-term, realistic goals on a yearly basis -- as a way to stay focussed and to build on previous experiences.

6. The need for data: We still have a lot to learn about the minority students on our campuses. Although many campuses have made progress with data gathering about students of color (both on campus and in the feeder high schools), there is still much to learn. This is where the assessment initiative could meet this work. The existing data needs to

be examined and more widely shared. Additional information is needed. Support needs to be created for getting information, analyzing it and sharing and discussing it widely. The students themselves -- not just their enrollment patterns -- are vital sources of information; many teams found that adding students to their teams was a good source of strength and reality testing, and some schools did research on campus climate by using "focus groups" to glean information.

7. Serving students of color is a campus-wide responsibility, not simply the job of the multicultural services office and the student services area. This is a nationally acknowledged problem. The need for wider faculty involvement is critical, particularly in the area of curriculum development, and on reflection and work in the area of teaching approaches. It is generally the people of color on the teams, along with white women, who are exhibiting the most leadership and contributing the most service to this effort. Here again is where leadership from the top could make a difference.

8. The reality of intercultural conflict must be squarely confronted. Conflict seems to be intensifying. The more people of color that join the faculty and staff of a campus, the more intense the conflict seems to be getting. There is a glaring lack of models for conflict resolution. Few people are trained as, or are acting as mediators. Too frequently the conflict is avoided, submerged. It is still there, under the surface. There is an immediate need for workshops on conflict resolution, and a need for extended training (beyond the one-day introductions) in intercultural communications.

9. Building campus commitment and campus infrastructure is long-term and developmental.

In our view, all campuses have made progress in reaching out to students of color, and in creating more hospitable campus climates. Every participating campus team reported that it had taken some steps, and that it needed to move forward to a next level of activity. But in most institutions, there is, generally, diffusion of purpose, fragmentation of responsibilities and lack of sustained focus -- especially in the face of long-term, complex issues. The process of real change is a developmental, learning process. Building sequenced programs which lay strong groundwork and then move to the next level is more likely to lead to long-term change than a more simple "one size fits all" approach. Staying close to the reality of where the institution is, (and where the students are!) is essential.

Recommendations for next steps: to the State Board for Community College Education

(These are presented in order of how frequently they were mentioned in the campus interviews).

1. Keep the earmarked money for minority student success work. (This was done.)
2. Keep a sustained focus on this work. It won't be "solved" with two years of attention. Encourage the presidents to do likewise. Build some events on this topic for them. Report on this effort to the State Board of Trustees and get the trustees and presidents even more involved.
3. Help the colleges with building their hiring pools. Providing a list isn't enough.
4. Provide the colleges with a resource directory of good in-state speakers, presenters, workshop leaders related to all facets of diversity work.
5. Provide support for data analysis using the SMS system: design of questions, access and use of SMS software, how to interpret data, how to share and discuss data.
6. Providing clarity to the colleges about upcoming new initiatives. Many campus teams reported feeling beleaguered by "too many different initiatives." A long-term frame about upcoming initiatives would help local planning processes.
7. Several campus teams expressed the need for some sort of newsletter or clearinghouse of what projects have been especially successful on which campuses, and who the contact people are. Other than the "Gleanings" from the Washington Center, all of this is word-of-mouth. People go to conferences, but there is no structured way for people to share what they learned back on their home campuses.
8. A training on establishing and sustaining mentor programs: staff mentors, faculty mentors, and student/peer mentors. How to design, how to initiate, and how to train up mentors, and how to carry out on almost no \$\$.
9. Sponsor a teleconference on the "Political Correctness" issue.
10. A couple of the Multicultural Services Directors are frustrated at their low job status relative to others in the state. They wonder if there are any Higher Education Personnel Board definitions of what their job is. Some are at the counselor level; others are at the "director" level, but with almost no staff or budget. Might this become a divisive issue with the multicultural services directors' group?

Recommendations for next steps: to the Washington Center

1. Keep this focus in your work! Take it to the next step through curriculum work with faculty. (The Center has submitted a grant proposal to the Ford Foundation for a substantial project focussing on a multicultural curriculum project involving multiple institutions.)
2. Put on workshops on dealing with racism among students.
3. Encourage workshops that help build bridges between students services and instruction. Push the concept of students services staff as educators.
4. Encourage models that involve students in taking more responsibility.
5. Get vocational programs and librarians more involved.
6. Hold reunions of minority student success teams, do "MSS retreat repeats."
7. Provide more workshops on specific topics related to cultural pluralism.
8. Provide resource directory on good, local speakers and presenters and workshop leaders.
9. Several teams said, "Please keep stopping in to see what and how we are doing."
10. Need to investigate and report on Washington State University's expectation of a World Civilization general education requirement and discuss the implications for the CC's of both this offering and the University of Washington's possible cultural studies requirement.
11. Keep providing ways to network the campuses and share information through seed grants, faculty exchanges, etc.
12. Provide a conference or workshop a.s.a.p. on the Quincentennial (five hundred year anniversary of Columbus)--or resource lists of speakers, newsletter on the events that will occur around the state. Many schools have interest in this but feel "behind." (We will follow up on this.)
13. Continue to work with the State Board to keep this a priority.

Bright Ideas and Promising Initiatives

The participating campuses have launched or deepened many many efforts that other campuses might want to learn about. This listing of efforts, we admit, probably does not cover the whole territory of what is under way. But we hope that it will be a useful overview of projects under way as of spring, 1991. We've listed these efforts under the following categories:

- Focus and leadership of the effort
- Getting organized and staying in touch
- Transfer and articulation efforts
- Review campus climate
- Curriculum work
- Hiring diverse faculty and staff
- Staff and faculty development
- Student leadership/student success
- Enhancing student services and student activities

Providing Focus and Leadership

At a number of colleges, diversity is an explicitly stated priority for the Boards of Trustees, and periodic reporting back requests keep everyone aware of their continuing interest.

Bellevue, Green River and Tacoma made diversity a central theme of their faculty in-service work last fall, and provided workshops and consultants for the campus community. Tacoma held its first all-faculty, off-campus retreat before fall quarter began.

Tacoma revised its mission statement to include a commitment to diversity; Big Bend incorporated a vision statement about diversity in its new catalogue.

Bellevue and Seattle Central made notable attempts to interrelate the work on cultural pluralism, general education, student success, and assessment.

Getting Organized and Staying in Touch

Formal cross-campus committees to work on cultural pluralism were established at a number of campuses including Big Bend, Centralia, Columbia Basin, Edmonds, Green River, North Seattle, Peninsula, Pierce, Spokane Falls, Tacoma. Bellevue, Seattle Central and Whatcom used the retreats to develop further committees already in place. Other campuses (Skagit and Yakima Valley) created informal working and information-sharing committees.

Many teams expanded in useful ways to include key people that would help the effort: librarians, the faculty development coordinator, the assessment liaison, the registrar, and so forth.

North Seattle and Yakima Valley found that doing an audit of what is going on and who is doing it is a useful way to begin the process of planning and coordinating work on cultural pluralism.

Most participating colleges were more thoroughly working to build the educational pipeline through relationships with High Schools. These ranged from tutors programs to establishing relationships with specific schools and middle schools. Tacoma, for example, is offering pipeline building programs at the middle school and high school level. Contact: Priscilla Bell, Tacoma.

Multicultural service leaders were critical in setting tone and keeping the college community in touch with what was happening. Moody Staten (Columbia Basin), Carmen Windhorst (Edmonds), Steve Bader (Everett), Girtha Reed (Green River) have communicated with the campus and the community through newsletters. Many have kept their colleagues informed with memos, summaries of meetings, and frequent note-circulating.

Big Bend and Everett put energy into developing community advisory boards to provide advice and support for the multicultural initiatives.

Transfer and Articulation

Transfer Centers at Seattle Central and North Seattle Community College are dramatically increasing the transfer rate of students of color. For further information contact: Mildred Ollee, SCCC and Roy Flores, NSCC.

Seattle Central has establish a Middle College High School on its campus. Contact: Sue Byers.

Tacoma Community College and Evergreen found that when a two- and four-year college jointly offer and teach a bridge program retention and transfer dramatically increases. Olympic College is also beginning to explore a bridge program with the African American community in Bremerton. Contact: Gael Tower, Tacoma; Kwame McDonald, Olympic.

Whatcom's Multicultural Task Force initiated discussion with advisors at Western Washington University about Whatcom becoming a "net" for potential Western drop-outs. They explored advising strategies for students in academic difficulty at WWU. The idea would be to encourage these students to enroll part- or full-time at Whatcom for a quarter or two, then return to Western.

Walla Walla is exploring a transfer agreement with Whitman College for students of color, and the development of scholarship support as well. Contact: Mark Francis, Walla Walla.

Reviewing Campus Climate

Attempts were made, or were in the beginning stages on many campuses to assess campus climate for students of color. Campuses were using campus-wide meetings (generally deemed to be ineffective), focus groups, written surveys sent through the mail, telephone surveys, and community advisory boards. (Big Bend, Columbia Basin, Green River, North, Shoreline, Tacoma, Whatcom)

Walla Walla is administering the CC Student Experiences Questionnaire (also known as the "Robert Pace instrument") to students of color at WWCC to build a profile of these students and their assessment of the campus environment.

Curriculum

Seattle Central is finding that concentrating its resources on critical filter classes such as English 100 or Math 100 or the developmental classes that proceed these is a good approach to take. Contact: Ron Hamberg or Mildred Ollee.

Seattle Central has established a concerted effort to offer coordinated studies programs taught by faculty of color, with explicit themes about cultural pluralism. These have attracted students of color. Contact: Ron Hamberg or Rosetta Hunter.

Tacoma is developing a fifteen credit coordinated studies program with a heavy emphasis on cultural pluralism. Contact: Marlene Bosanko, TCC.

At North Seattle, the "Rainbow Five Task Force" that came out of the Minority Student Success Retreat talked with leaders in coordinated studies and encouraged them to develop even more curriculum to support cultural pluralism. The task force also systematically reviewed what other colleges are doing and sought models from leaders outside the state. Contact: Edith Wollin, North.

Big Bend CC brought Seattle Central CC's "Speaking for Ourselves" coordinated studies faculty to Moses Lake for a workshop. This assisted in helping Big Bend faculty with launching their first learning community programs. Contact: Harrell Guard, Big Bend.

Reviving ethnic studies courses---a number of colleges (North Seattle and Skagit) reviewed which of their "ethnic studies and womens studies" courses were actually being offered and found they had unintentionally lapsed. Efforts are underway to get many of these offered again. Contacts: Edith Wollin, North Seattle; Lynn Dunlap, Skagit.

Better publicizing courses contributing to cultural pluralism. North Seattle created a special section in their class schedule highlighting courses with a strong emphasis on cultural pluralism. Contact: Roy Flores, North Seattle.

Seattle Central has done two years of multicultural curriculum infusion work. Financial Incentives were provided to faculty to revise their courses at Seattle. To increase involvement, the revision efforts had to involve two or more faculty members. Whole departments were especially urged to participate. Contact: Ron Hamberg or April Eng, Seattle Central.

Earmarking some funds for purchasing multicultural materials for the library to acquire is a growing priority at several campuses.

Adding a question about cultural pluralism to the curricular review process is a new step for Seattle Central.

Carefully targeted recruitment of students of color into high career potential vocational programs is a goal of Seattle Central.

Skagit and Shoreline have made significant commitments to intercultural communications and studies through their new general education initiatives. Contacts: Brinton Sprague and Edna Kiel at Skagit; Marie Rosenwasser at Shoreline.

Columbia Basin launched a special team-taught offering this year, combining ESL and automotive technology. Contact: Polo Coronado, CBC.

Hiring

Workshops on faculty hiring were offered at Bellevue, Big Bend, and Tacoma by Rita Cooper and Barbara Leigh Smith of Evergreen.

Many of the participating institutions reviewed their hiring procedures and initiated more aggressive practices to build applicants pools. Mandatory training of search committees was instituted at several institutions.

Several campuses wrestled with the problem of having combined affirmative action and personnel in one office and moved to create two separate positions.

Staff and Faculty Development

North Seattle will be enhancing its curriculum and faculty of color by doing faculty exchanges in Fall 91, by borrowing Cynthia Imanaka and Audrey Wright from Seattle Central to teach in a coordinated studies program.

Seattle Central and Bellevue discussed the possibility of borrowing entire coordinated studies programs and teams with Seattle Central eyeing the well received "Middle East" program at Bellevue.

Separate workshops were offered for students, staff, and faculty on cultural pluralism at North with James Anderson, Betty Schmitz, Gary Howard, Terrell Jones, Johnnella Butler, and Milton Bennett. These workshops helped involve the whole campus in the diversity effort. Contact: Roy Flores, North Seattle.

Money was provided at many institutions for numbers of faculty and staff to attend the Bennett's summer institute on intercultural communication.

An inter-institutional Title III grant (involving Highline, South Seattle and Skagit) has provided funds for in-depth training of faculty on diverse learning styles and diverse teaching styles. Contacts: Sherry Johnson, Skagit; Pam Arsenault, Highline)

Whatcom held an all-campus forum on racism, which was very well attended and received. To build attendance, each member of the Multicultural Task Force wrote a personal note to five colleagues to encourage them to attend. The strategy worked.

At Everett, the Equity Institute completed its first exploratory year, doing referral, outreach and training on diversity issues. Contact: Joan Tucker, Everett.

Walla Walla has held several retreats (administrators, student development staff, student leaders) on cultural identity and intercultural understanding. Contact: Mark Francis, Walla Walla.

Student Leadership and Student Success

Seattle Central initiated a MASTER TUTOR program as a joint initiative of instruction and student services. The Master Tutor sits in on critical filter classes and helps students by playing an intermediary role with the faculty. Contact: Mildred Ollee.

Everett and Columbia Basin are involving student leaders in their recruitment programs in the high schools, an important leadership development thrust.

At Spokane, student leaders worked with John Eagle Day to host the college's first Pow Wow, in May.

Enhancing Student Services and Student Activities

Many campuses developed a multicultural activities calendars and publicized them through special flyers, school newspaper, multicultural services newsletter, and campus bulletin boards.

Several campuses have developed special honoring ceremonies for students of color, and also special new orientation activities.

North Seattle has started an Upward Bound program.

Olympic began video-taping guest lecturers on topics related to diversity, and hopes to keep the best ones in the campus library.

Mentor programs were initiated on a large number of campuses, some of them more formal than others. Contacts: Pam Austin, Spokane Falls; Ruth Silverthorne, Skagit; Alice Shaw, Big Bend; Carmen Windhorst, Edmonds.

Skagit Valley offered thematic campus-wide quarters to provide focused attention to different ethnic groups: Fall focused on Native Americans, Winter African Americans, and Spring Hispanic Americans. The campus coordinated numerous re-enforcing events throughout each quarter: curricula including learning community programs, visiting speakers, art shows, and cultural events. Contact: Ruth Silverthorne.

Many colleges sent students to the Students of Color conference in Everett and reported that it was wonderful. Students are clearly interested in exerting more leadership on their own behalf. These annual conferences definitely need to be continued and built upon. Contact for the 1991 conference: Steve Bader, Everett.

Everett has launched an exciting community outreach strategy, which involves inviting ethnic communities to hold meetings and celebrations on the Everett campus. This is being organized in a way that doesn't over-tax the student services staff in the long run. Contact: Steve Bader, Everett.

Everett hired and trained 16 students hosts to be peer mentors during the first two critical weeks of Fall quarter for students of color. These students wore special tee-shirts and were wonderfully visible on campus. Contact: Steve Bader.

Bellevue, Green River, and Spokane created a physical spaces in the multicultural affairs office (or student activities offices) that have become welcoming and gathering spaces for students. They have also held events to encourage these students to get to know one another and use college facilities.

A new peer advocate program for students of color has been established at Seattle Central. (Contact: Bea Kiyohara, Seattle Central)

In response to the realization that some students have problems so great that crisis intervention is necessary -- and because counselors frequently aren't equipped to respond to students in severe emotional straits -- Columbia Basin worked with the community crisis clinic to create SOS (Support of Students), a crisis intervention capability. (Contact: Moody Staten, Columbia Basin)

Whatcom began publicizing Western's multicultural activities on its campus, and to coordinate its own multicultural offerings with Western's calendar. In addition, Western involved Whatcom, Skagit and Northwest Indian College in a jointly sponsored career fair for students of color. Western's admissions counselors were visible at the fair, encouraging students to consider transfer.

Scholarship opportunities were developed or expanded on many campuses. The efforts involved actual solicitation of scholarships from industry in the community (Moody Staten: Columbia Basin); the development of a handbook on scholarship opportunities (Pam Austin: Spokane Falls), the development of an explicit opportunity to give to multicultural work (through a check-off category on the foundation's donation cards) through the college foundation (Everett); the building of relationships with ethnic groups in order to develop annual scholarship fund gifts (several colleges); the creation of a scholarship that is an early outreach recruiting tool -- it is offered to high school students and "banked" for enrollment later at the college (Lower Columbia); having the college foundation target scholarships for students of color (several colleges, including Centralia, Edmonds, Walla Walla).

APPENDIX A.

 Washington Center
for Improving the Quality of
Undergraduate Education

MINORITY STUDENT SUCCESS PROJECT

Participating Campuses, Consultants and Kibitzers

PARTICIPATING CAMPUSES

February teams

Bellevue
Green River
Highline
North Seattle
Seattle Central
Spokane
Tacoma
Yakima

October 15-17 Teams

Edmonds
Everett
Pierce
Shoreline
Skagit
Spokane Falls
Whatcom

October 17-19 Teams

Big Bend
Centralia
Columbia Basin
Grays Harbor
Lower Columbia
Olympic
Peninsula
Walla Walla

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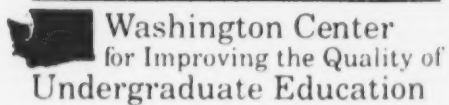
Other Project Steering Committee Members who did not serve as kibitzers

* Ken Hildebrant, Executive Dean for Instruction, Pierce College

* Jacquelyn Cockfield, Multicultural Student Services, Tacoma Community College

* Priscilla Bell, Dean for Student Services, Tacoma Community College

APPENDIX B.



Minority Student Success Project Questions for Follow-up Conversation Spring 1991

1. What has been happening with your campus effort since the retreat?
2. What has gone (or is going) particularly well?
3. Do you have additional projects planned?
4. Are there are other efforts you are thinking about (but aren't in current plans?)
5. Who isn't involved in this effort, who should be? Ideas about getting them involved?
6. Barriers and difficulties?
7. What ideas do you have for efforts that the Washington Center might initiate in the coming years?
8. Or that the State Board might initiate?

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APPENDIX C.

DIVERSITY: CAN YOUR PROGRAM/INSTITUTION* ANSWER THE "MUST" QUESTIONS?

1. Is there a retention plan on your campus or are there individual retention efforts?
2. What is the relationship between the retention effort and the diversity effort on your campus?
3. Is there a consensus on your campus as to how diversity is defined?
4. On your campus to what degree is "accountability" part of the retention and diversity effort?
5. Do the individuals who make critical decisions about the retention of marginal students and diversity initiatives possess the expertise to do so?
6. Concerning faculty development does your institution 1) expect, 2) encourage, 3) require faculty to enhance their multicultural teaching competencies? 4) none of the these.
7. How does the student affairs program foster a sense of belongingness among the diverse groups on campus?
8. How is success in this area evaluated?
9. What are the most/least effective transitional mechanisms for diverse students on your campus?
10. On your campus what is the relationship among diversity, ethnic identity and academic excellence?
11. What formal training is available on your campus to faculty/staff who wish to enhance their competencies related to diversity?
12. How has your institution chosen to make the monocultural curriculum multicultural?
13. How does your campus motivate faculty to buy into the diversity effort?

*Presented by James A. Anderson, Professor of Psychology, Indiana University of Pennsylvania. February 2, 1991 at The Washington Center for Undergraduate Education Conference, "Ourselves Among Others: Diversity & Community on the College Campus."